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ABSTRACT

This report is part of the National Community Education Evaluation effort, which sought to identify problems in implementing community education (1) in rural areas and (2) through an Educational Cooperative. The rural area involved is first discussed. Each of the four main project objectives are then presented, and activities to meet them are described. These are listed as major factors influencing the establishment of community education in a rural area through the multi-county educational cooperative: feasibility of employment of one community education director to serve a multi-county area, development by each unit in a multi-county area of its own community education program, and need of outside funding to continue the program. Recommendations for consideration by the community education project staff are listed. Exhibits presented throughout the report include a participant evaluation form, proposed community education organization chart, materials for instructors, and the Bowling Green-Warren County Interlocal Cooperative Agreement and Concept Statement on Community Education. (An evaluation of the Bowling Green-Warren County Community Education Project is also available--see Note.) (YLB)

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An Evaluation of

The Clinch-Powell Educational Cooperative Community Education Project of Tazewell, Tennessee

as Part II of

The National Community Education Evaluation

by

Harold Rose
Third-Party Evaluator

8-30-80

CE026687

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INTRODUCTION

The evaluation of community education in the Clinch-Powell Educational Cooperative is part of the effort by the U.S. Office of Education and the National Advisory Committee on Community Education to describe the activities of those Local Educational Districts and State Education Agencies which received federal funds to support the development of community education programs. As such, this report is being prepared in an effort to add to the body of knowledge of program development in community education by determining: What worked? What did not work? What were the major problems encountered? What were the successes? The purpose of this report is to determine how the program is functioning and to identify the resources and constraints which have brought the program to its current status.

While the Third-Party Evaluation is concerned with the extent to which objectives were achieved, it is more concerned with the factors which influenced the attainment of objectives. The extent to which objectives were achieved can be found in the project final report required by the Office of Education and submitted by the project director.

The major effort of this evaluation is:

1) To identify problems and strategies in implementing community education in rural areas.

2) To identify problems and strategies in implementing community education through an Educational Cooperative.

As a result of a careful analysis, others who are engaged in establishing rural community education programs will be able to identify successful procedures and establish community education with greater efficiency.

Claiborne, one of the member counties in the Cooperative, received a community education grant through the U.S. Office of Education in September 1977. This created interest among other members of the Cooperative to participate in

the program. The Cooperative received funds to expand the program in September 1978 to all members. The project was refunded in 1979. It is the third year of the project which is subject to evaluation.

Clinch-Powell Educational Cooperative

Clinch-Powell Educational Cooperative was founded by the Superintendents of Schools in Campbell, Claiborne, Union and Hancock counties during the 1970-71 school term. The Cooperative was designed to overcome some of the economic and educational problems inherent in providing quality educational programs at minimum cost in a rural area. The major function of the organization is to coordinate programs and resources in order to provide educational services to each of the participating school systems. By pooling their resources, the Cooperative employs specially trained personnel to serve all four systems, thus eliminating high overhead costs at each system and spending the savings on additional services for children and adults. Operating independently, none of these school systems could provide the specialized programs offered through the Cooperative.

Rural Area

The Clinch-Powell Educational Cooperative is a regional educational service agency operating in the Appalachian mountains of Northeastern Tennessee. Campbell, Claiborne, Hancock, and Union counties are prime examples of the deprivation of the Appalachian region in both its economic and human dimensions. These counties encompass 1,394 square miles of mountainous terrain and have a population of 66,451.

The economic problems in the area are severe. Table 1 indicates that forty-one percent of the families are below poverty level. In addition, the per capita income for the four county region was $1,882 in 1973 (see Table 2). This economic data

should be sufficient justification for the establishment of Community Education programs which would hopefully provide employment for a number of teachers and create interest and exposure to new activities for residents in the area.

The school systems in the Cooperative are very limited in programs and courses. Theoretically, the Community Education program would be of tremendous value in providing enrichment opportunities for children in the public schools. The financial restrictions of the school system is reflected in Table 3. While the national expenditure per student was $934.00, expenditures in the Educational Cooperative ranged from $455 to $580.

The limited school resources and curricula fails to meet the needs of many of the public school children. The dropout rate in the four county area was 65% while the average for the state of Tennessee was 43% (see Table 4). In addition, the area has very few recreational and cultural activities in which community members can participate. Theatres, bowling alleys, skating rinks, and similar recreational facilities are almost non-existent. Community members must leave the area to participate in such activities. To most families, of course, this is impossible.

Table I

Number and Percentage of Families
Below the Poverty Level in Campbell,
Claiborne, Hancock, and Union Counties, Tennessee

	No. of Families	Percentage
Campbell County	2,486	36
Claiborne County	2,007	33
Hancock County	1,003	55
Union County	821	34.1
		41% average

Tennessee Statistical Abstracts, 1974, page 414,415.

Table 2

U.S. Bureau of Census
Population and Per Capita Income for Campbell, Caliborne, Hancock, and Union Counties, Tennessee

	1973 Population	Per Capita Income
Campbell County	29,062	$1,991
Claiborne County	21,025	2,050
Hancock County	6,616	1,472
Union County	9,748	1,917
		$1,882 Average

Table 3

Expenditures Per Student in ADS 1971-72

Campbell County	$566.00
Claiborne County	542.00
Hancock County	580.00
Union	455.00
National Average	934.00

Tennessee Statistical Abstract, 1974; Information Please Almanac, 1975

Table 4

School Dropout Rate by County

	Dropout Rate
Campbell County	64%
Claiborne County	59%
Hancock County	69%
Union County	68%
Educational Cooperative Average	65%
Tennessee Average	43%

Green, Gray. Selected Data for Education Planners. Volumes 07, 13, 34 and 97. Tennessee Research Coordinating Unit. Knoxville, Tennessee.

In summary, there is tremendous need for a community education program in the Educational Cooperative. A successful community education program could

provide needed enrichment programs for children and increase opportunities for adults to develop new interests and perhaps development skills for employment.

Objectives

1. THE COMMUNITY EDUCATION PROGRAM WILL CONTINUE TO PROVIDE A UNIQUE COMMUNITY OR SCHOOL BASED COMMUNITY EDUCATION PROGRAM FOR THE CITIZENS IN THE TAZEWELL-NEW TAZEWELL, SNEEDVILLE, MAYNARDVILLE, AND JACKSBORO-LAFOLLETTE AREAS.

The residents in the Educational Cooperative had the opportunity to participate in 56 classes and activities. A fall craft fair attracted an estimated 1100 people. Area craftsmen and artists were invited to exhibit and sell their products. The fair was a two-day event. Another activity was a one-day quilt fair which drew approximately 400 people.

The Community Education director was also involved in planning 9 in-service training programs for teachers in the Educational Cooperative. Approximately 200 teachers participated in these programs.

Another unique program was a movie program. Five movies were viewed by 52 area residents. Perhaps the most popular class was exercise. There were 12 seperate classes serving 478 participants. The total number of exercise class meetings were 125. Table 5 provides information on the variety of activities and the number of participants.

Table 5

Programs and Participants

Type of Activity	Participants
2 Fairs	1500 (estimation)
9 Teacher In-Service	200
5 Movies	52
12 Exercise (125 class meetings)	478
28 General Interest Courses	225
56	2455 Total

1a. FILL ANY VACANCIES ON THE ADVISORY COMMITTEES.

Three advisory committees were established in 1978 - one committee for each of the three counties participating in the project. The list of the advisory committee members follows (See Exhibit 1). There are no specific criteria for membership on the advisory committee nor is there a fixed number of advisory council members. The advisory committee is approved by the respective school superintendent. No vacancies occurred on the advisory committee during the year.

1b. THE PROJECT DIRECTOR, WITH THE ASSISTANCE OF THE ADVISORY COMMITTEE, WILL DEVELOP A PLAN FOR THE COMMUNITY EDUCATION PROGRAM, BEGINNING WITH COMMUNITY INVOLVEMENT PROCESSES AND PROCEEDING THROUGH THE PROGRAM PHASE.

A Master Timeline Plan has been developed by the Project Director to serve as a guide for the Community Education programs. This plan was shared with the Advisory Committee.

1c. PARTICIPANTS WILL REFLECT A POSITIVE ATTITUDE TOWARD COMMUNITY EDUCATION PROGRAMS BY RECORDING AT LEAST AN AVERAGE OF 80% POSITIVE RESPONSE ON THE EVALUATION FORM.

An evaluation instrument has been developed for participant response to the community education activity or class. The instrument is adequate for providing feedback. An effort should be made to administer the instrument at the end of every class and activity. The evaluation form is enclosed (See Exhibit 2).

1d. THE PROJECT DIRECTOR WILL DEVELOP A MANAGEMENT SYSTEM FOR PROGRAM OPERATION.

Attached is a copy of the Master Timeline which has been developed as a management aid (See Exhibit 3).

Exhibit 1

Community Education Advisory Committees

Hancock County

Taylor Drinnon - Central Office
Harold Short - Central Office
Arley Stapleton, Jr. - Department of Human Services
Marie Brown - Nurse
Curtis Shockley - Teacher, Hancock County High School
Shirley Martin - Health Department
Emily Trent - Clinch-Powell Educational Cooperative
Jack Mullins - Principal, Hancock Central Elementary School

Union County

Mrs. Ruby Baker - Sharps Chapel, Tennessee
Ms. Carlie Gentry - Maynardville, Tennessee
Mrs. Tom Handsus - Maynardville, Tennessee
Mrs. Duela Baker - Maynardville, Tennessee
Mrs. Lucille Kelley - Luttrell, Tennessee
Mrs. Bernice Graves - Luttrell, Tennessee
Mrs. Fontella Suffridge - Maynardville, Tennessee
Mrs. James Heiskell - Maynardville, Tennessee
Mrs. Alva Bridges - Maynardville, Tennessee
Mrs. Jean Seymour - Maynardville, Tennessee
Mrs. Maggie Walker - Sharps Chapel, Tennessee
Mr. Esco Helton - Maynardville, Tennessee
Mrs. Lucille Witt - Maynardville, Tennessee
Mrs. Joe Fink - Norris, Tennessee
Mrs. Mack Braden - Maynardville, Tennessee
Mrs. Kaye Whaley - Maynardville, Tennessee
Mrs. James Collins - Maynardville, Tennessee
Mrs. Billy McDougall - Maynardville, Tennessee
Ms. Dottie Ousley - Maynardville, Tennessee

Claiborne County

Lynn Barnard, Principal, Soldiers Memorial Middle School
James Coburn, Dean of Continuing Education, Walters State Community College
Jacob Walker, Field Supervisor, Department of Human Services
Sandy Peters, Nurse, Claiborne County Health Department
Jack Roberts, State Department of Education
Norris Keck, Supervisor of Instruction
Bill D. Hurst, County Judge
Dan Bailey, Board Member
Mrs. R.R. Brown, Senior Citizen
Melissa Honeycutt, Teenager
Dr. Richard D. Clark, Physician
Mrs. Robert Ziegler, Lincoln Memorial University representative
Ms. Pearl Goins, Teacher
Rev. Scott Henry, Methodist minister
Carson Riddle, Special Education Supervisor
Alice Johnson, Supervisor of Nurses, Claiborne County Hospital
Nancy Blessing, Home Demonstration Agent

Exhibit 2

Evaluation Form

Class or Course attended: _____

Sex: Male _____ Female _____

Your Age: Between 1-10 years _____ 10-20 _____ 20-30 _____ 30-40 _____

40-50 _____ 50-60 _____ 60-70 _____ 70-80 _____ over 80 _____

(1) Have you ever attended a community education activity before? Yes ___ No ___

(2) Approximately how many community education activities have you attended?

_____ 1-3
_____ 3-5
_____ 5-7
_____ 7-10
_____ 10 or more

(3) How do you rate this community education activity? (please check one of the following)

_____ Excellent
_____ Very Good
_____ Satisfactory
_____ Fair
_____ Unsatisfactory

(4) How do you rate the instructor for this course?

_____ Excellent
_____ Very Good
_____ Satisfactory
_____ Fair
_____ Unsatisfactory

(5) What are your feelings about the size of the class?

_____ Too Large
_____ Just Right
_____ Too Small

(6) What do you think about the amount of the fee for this class?

_____ Expensive
_____ Reasonable
_____ Cheap

(7) In your opinion, what was the best thing about this class?

_____ Instructor
_____ Content
_____ Materials Used
_____ Fee
Other _____

(8) Was there anything about the classes or its handling that disturbed you?

_____

Exhibit 2 (continued)

(9) What other classes or activities would you like to see community education sponsor?

A. _____

B. _____

C. _____

Thank you for your help.

Clinch-Powell Educational Cooperative
Community Education Project

Exhibit 3

9-1-79 to 8-31-80
Period

Master Timeline

Community Education Program Project

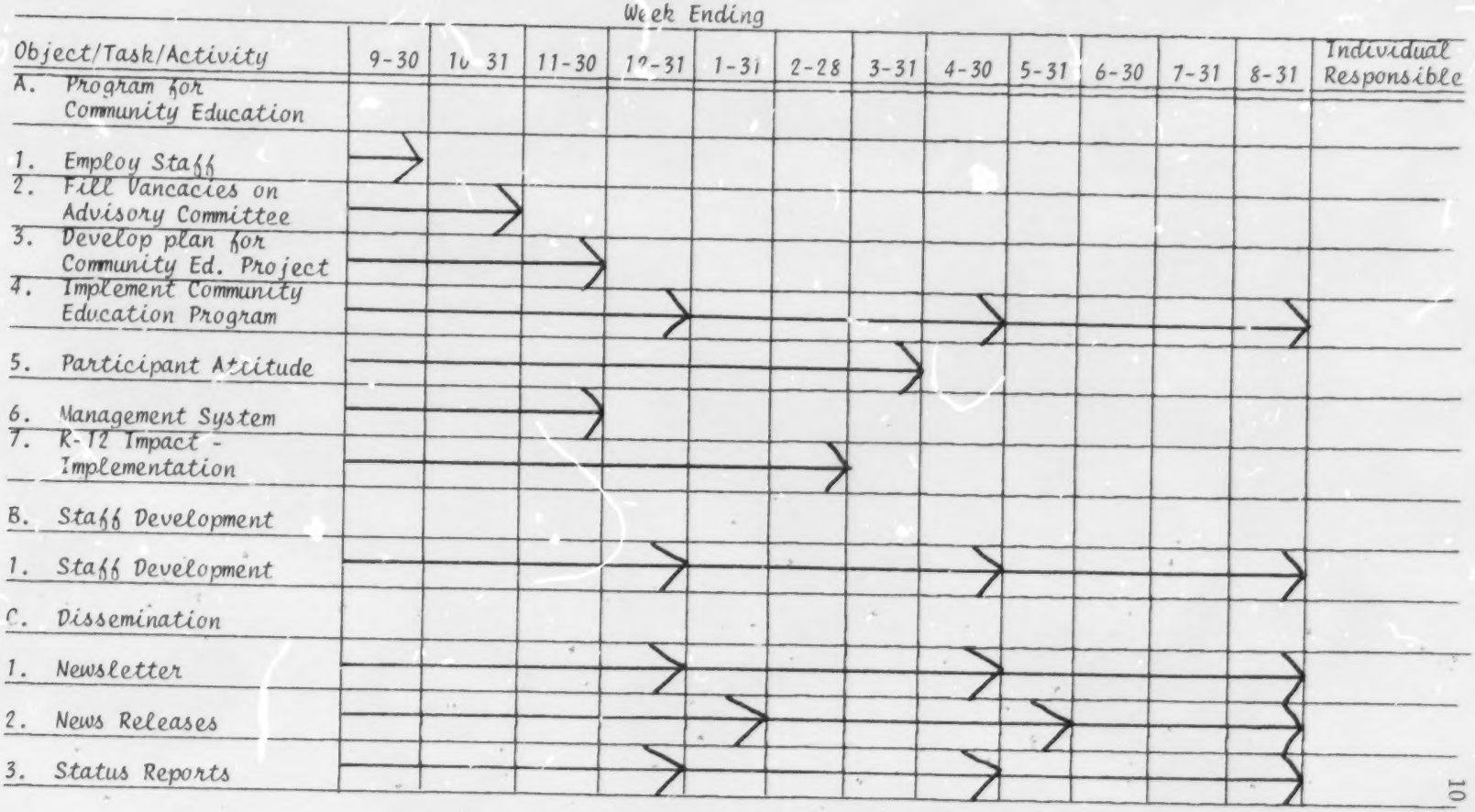
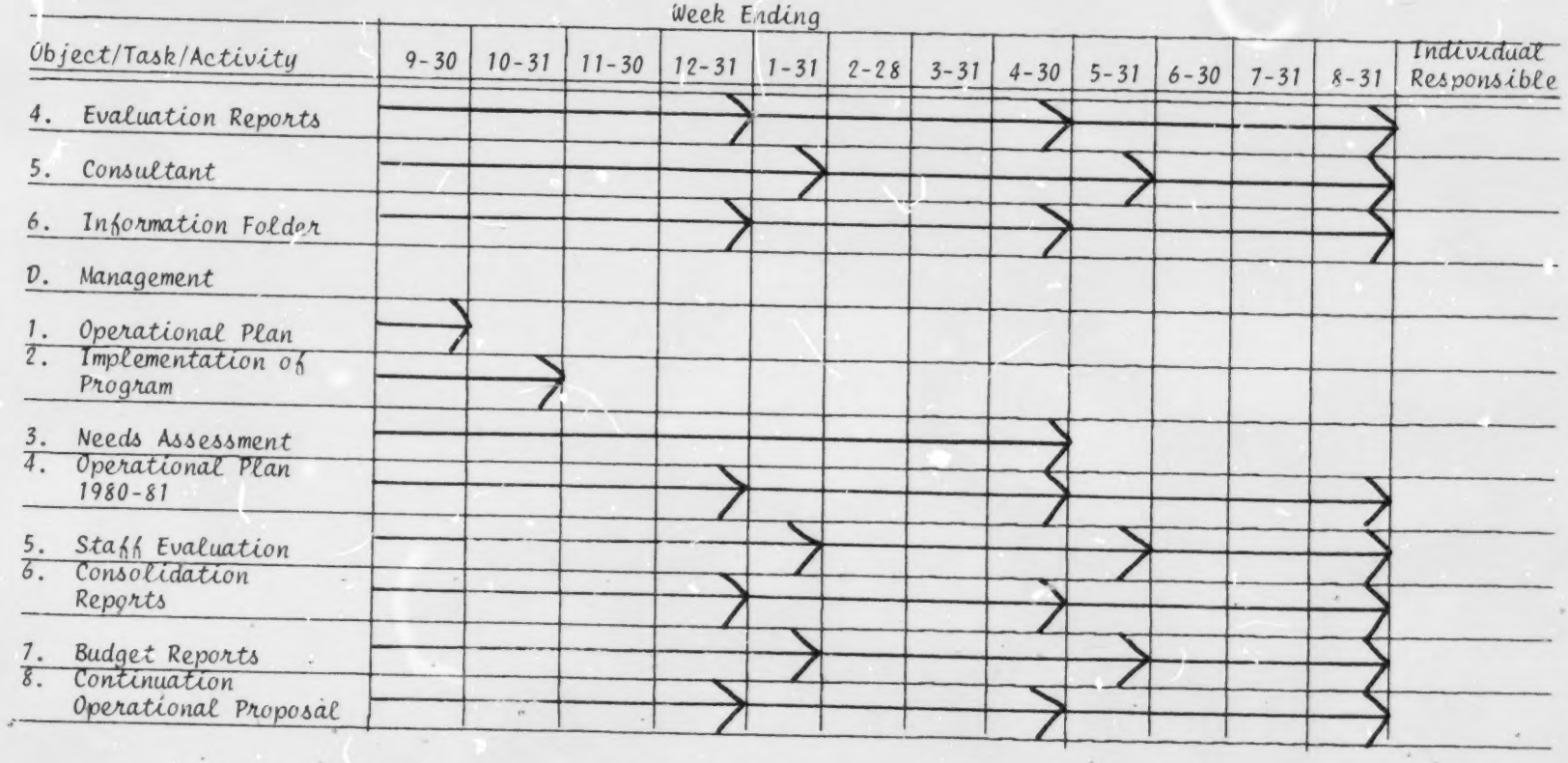


Exhibit 3 (continued)

9-1-79 to 8-31-80
Period

Master Timeline

Community Education Program Project



1e. EXPLAIN WAYS IN WHICH COMMUNITY EDUCATION CAN IMPACT THE REGULAR K-12 EDUCATIONAL PROGRAM IN A POSITIVE WAY.

The project director has assisted in planning nine teacher in-service programs serving approximately 200 teachers. In addition, she has provided training for 18 volunteers who work in the public schools. A reading tutoring program has been started during the summer to serve 12 children with reading problems.

2. THE PROJECT DIRECTOR WILL PROVIDE FOR STAFF DEVELOPMENT THAT WILL BE ADEQUATE IN PREPARING ALL STAFF MEMBERS FOR ASSUMING THEIR POSITIONS.

The project director attended two national conferences in Tuscon, Arizona and Washington, D.C. sponsored by the Community Education Office and the U.S. Office of Education. In addition, she participated in two Tennessee Community Education Association meetings. She attended a Volunteer Conference in Chattanooga to gain insight into new program possibilities for public school volunteers. In addition, she received technical assistance from the Division of Finance in budget management.

3. A PLAN FOR DISSEMINATION OF INFORMATION CONCERNING THE COMMUNITY EDUCATION PROGRAM WILL BE IMPLEMENTED DURING THE YEAR.

Although the plan is not in written form, the dissemination of community education program information appears to be effective. A variety of methods are used to create interest locally and provide information to others who may be interested in establishing community education programs.

3a. NEWSLETTERS WILL BE PUBLISHED BI-MONTHLY FOR THE PURPOSE OF MAKING THE COMMUNITY AWARE OF THE COMMUNITY EDUCATION EVENTS.

The Community Education Newsletter was published three times during 1979-80. This four page newsletter is well done and provides feedback and information

on Community Education activities. An example of the newsletter will be included in the project final report. In addition, a monthly calendar listing community education activities was printed and distributed at shopping centers, grocery stores, senior citizens centers, etc. This calendar was useful in informing people of program opportunities. Attached is an example (See Exhibit 4).

3b. NEWSPAPER ARTICLES WILL BE WRITTEN WHEN APPLICABLE TO MAKE THE COMMUNITY AWARE OF PROJECT EVENTS.

Articles on community education are published in three newspapers which serve residents of the area. Many of these articles are included in the final report prepared by the project director for the U.S. Office of Education.

3c. PERIODIC STATUS REPORTS WILL BE WRITTEN AND DISSEMINATED TO THE ADMINISTRATOR AND COMMUNITY EDUCATION REPRESENTATIVES.

The report required by the Community Education office in Washington was submitted.

3d. PROJECT STAFF WILL SERVE AS CONSULTANTS TO OTHER PROJECTS, SUBJECT TO APPROVAL BY THE EXECUTIVE DIRECTOR.

The project director has made presentations on the community education program, including two meetings of Tennessee Community Education Association and a meeting on model programs at the Tennessee Education Association. In addition, materials have been distributed upon request to those interested in initiating community education programs.

3e. AN INFORMATION FOLDER WILL BE DISTRIBUTED TO VISITORS AND OTHER REQUESTING PERSONNEL.

Folders containing community education materials were developed for distribution

COMMUNITY EDUCATION

Exhibit 4

SUN	MON	TUE	WED	THU	FRI	SAT
		Community Education is a program of Clinch-Powell Educational Cooperative, Tazewell, Tennessee. For further information or to register for activities, call Mary Price at 626-9270 or 626-4677.				1
2	LABOR DAY HOLIDAY 3	Exercise Class, SMMS, 6 p.m. 4 Oil Painting, Parker Cakes and Crafts Shop, 7 p.m.	5	Exercise Class, SMMS, 6 p.m. 6 Sign Language, SMMS, 7 p.m. Free		8
9	Macrame, Parker Cakes and Crafts, 10 a.m. Ceramics, Ceramic Shop, 1 p.m. Flower Arranging, Horace Maynard High, 7 p.m. 10	Exercise Class, SMMS, 6 p.m. 11 Oil Painting, Craft Shop, 7 p.m.	Flower Arranging, 12 Hancock County High School, 7 p.m.	Exercise Class, SMMS, 6 p.m. 13 Sign Language, SMMS, 7 p.m.		Dried Flower Arranging Craft Shop 1:30 p.m. 15
16	Macrame, Craft Shop, 10 a.m. Ceramics, Ceramic Shop, 1 p.m. Flower Arranging, HMHS, 7 p.m. Hunter Safety, SMMS, 7:30 p.m. 17	Exercise Class, SMMS, 6 p.m. 18 Oil Painting, Craft Shop, 7 p.m. Hunter Safety, SMMS, 7:30 p.m.	Flower Arranging Hancock County High, 7 p.m. Hunter Safety, SMMS, 7:30 p.m. 19	Exercise Class, SMMS, 6 p.m. 20 Sign Language, SMMS, 7 p.m. Hunter Safety, SMMS, 7:30	Hunter Safety SMMS, 7:30 Free 21	22
23 30	Macrame, Craft Shop, 10 a.m. Ceramics, Ceramic Shop, 1 p.m. Flower Arranging, Horace Maynard High, 7 p.m. 24	Exercise Class, SMMS, 6 p.m. 25 Oil Painting, Craft Shop, 7 p.m.	Flower Arranging Hancock County High, 7 p.m. 26	Exercise Class, SMMS, 6 p.m. 27 Sign Language, SMMS, 7 p.m.	Registration for Fall Craft Fair at Citizens Bank should be in by today. Call 626-9054 or 626-4357 28	29

22

21

September 1979

at the Tennessee Education Association meeting on model programs. This folder was distributed to individuals who attended the community education presentation by the project director.

4. A PLAN FOR MANAGEMENT BY OBJECTIVES OF THE COMMUNITY EDUCATION PROGRAM WILL BE IMPLEMENTED AND REFINED DURING THE PROJECT YEAR.

The management by objectives plan as outlined by the Community Education Office in Washington has been developed and is being followed.

4a. THE EXECUTIVE DIRECTOR OF THE COOPERATIVE WILL PROVIDE THE STAFF A WRITTEN OPERATIONAL PLAN IN THE FORM OF A MASTER TIMELINE SCHEDULE DETAILING THE PROCESS OBJECTIVES OF THE PROJECT AND THE TARGET DATES FOR THE ACCOMPLISHMENT OF THESE OBJECTIVES.

The Master Timeline Schedule was developed and listed earlier in the report.

4b. THE PROJECT DIRECTOR WILL IMPLEMENT THE OPERATIONAL PLAN SO THAT ACTIVITIES ARE BEGUN AT A DATE APPROPRIATE TO INSURE THE ACCOMPLISHMENT OF OBJECTIVES BY THE TIME PRE-DETERMINED ON THE MASTER TIMELINE SCHEDULE. OBJECTIVES NOT ACCOMPLISHED ON TIME WILL HAVE THE DATE OF COMPLETION RECORDED ON THE TIMELINE AND THE DIFFERENCE LISTED AS "SLIPPAGE".

A review of the Master Timeline and activities of the project director indicates that while some activities were accomplished on time, others have been neglected.

4c. THE PROJECT STAFF AND ADVISORY COUNCIL WILL CONDUCT AN UPDATES NEEDS ASSESSMENT.

This objective was not met. The project director is relying on the needs survey done during the 1977-78 school year.

4d. THE PROJECT DIRECTOR WILL DEVELOP A PLAN FOR THE NEXT PROJECT YEAR. THE OBJECTIVE WILL BE MET WHEN THE PROPOSAL HAS BEEN WRITTEN, COMPLETE WITH OBJECTIVES AND TIMELINE.

A proposal has been written and submitted to the Community Education Office, seeking funds for continuation of the project.

4e. THE PROJECT DIRECTOR WILL OBSERVE AND EVALUATE INFORMALLY THE PERFORMANCES OF BOTH PAID AND VOLUNTEER PROJECT PERSONNEL.

The evaluation instrument does contain one question which deals with the performance of instructors. However, the students are generally the best evaluators of the instructor in community education. If the students stop attending class, it generally is a good indication of poor instruction.

Summary and Conclusions

The National Advisory Committee on Community Education and the U.S. Office of Education, in an attempt to measure the impact of funding on the development on Community Education; initiated an evaluation of Local Educational Districts and State Educational Agencies which received federal funds during the 1979-80 year. The evaluation was in two parts. Data collection instruments were completed by Third-Party Evaluators and returned to Washington for analysis. In addition, the evaluation was charged with a report on the status of each of the projects.

The Project Evaluator reviewed a rather unique program in which an attempt was being made to establish Community Education in a rural economically deprived four county area through an Educational Cooperative. Three of the counties participated in the program. While the project has accomplished some of its objectives, much remains to be done.

The following factors were identified as influencing the establishment of community education in a rural area through the multi-county education cooperative.

1. The employment of one community education director to serve a multi-county area is feasible. It is the only way that many impoverished rural school districts will be able to support a community education program.
2. Although one community education program director may serve a multi-county area, each area will have its own unique process in developing community education. In other words, each unit, in a cooperative effort, will have to develop its own community education program under the leadership of the community education director. There will never be one community education program in which all school districts will participate.
3. Even though a community education program may be "successfully" initiated in a rural area, the possibility of the program continuing without outside funding is almost impossible. The demands on very limited resources are so severe that new programs are almost never added to the budget.

Recommendations

The following recommendations are made for consideration by the community education project staff. While most of the recommendations would improve the program, the project staff should use their own judgment which is influenced by their knowledge of restraints on time, resources and opportunity in implementing the recommendations.

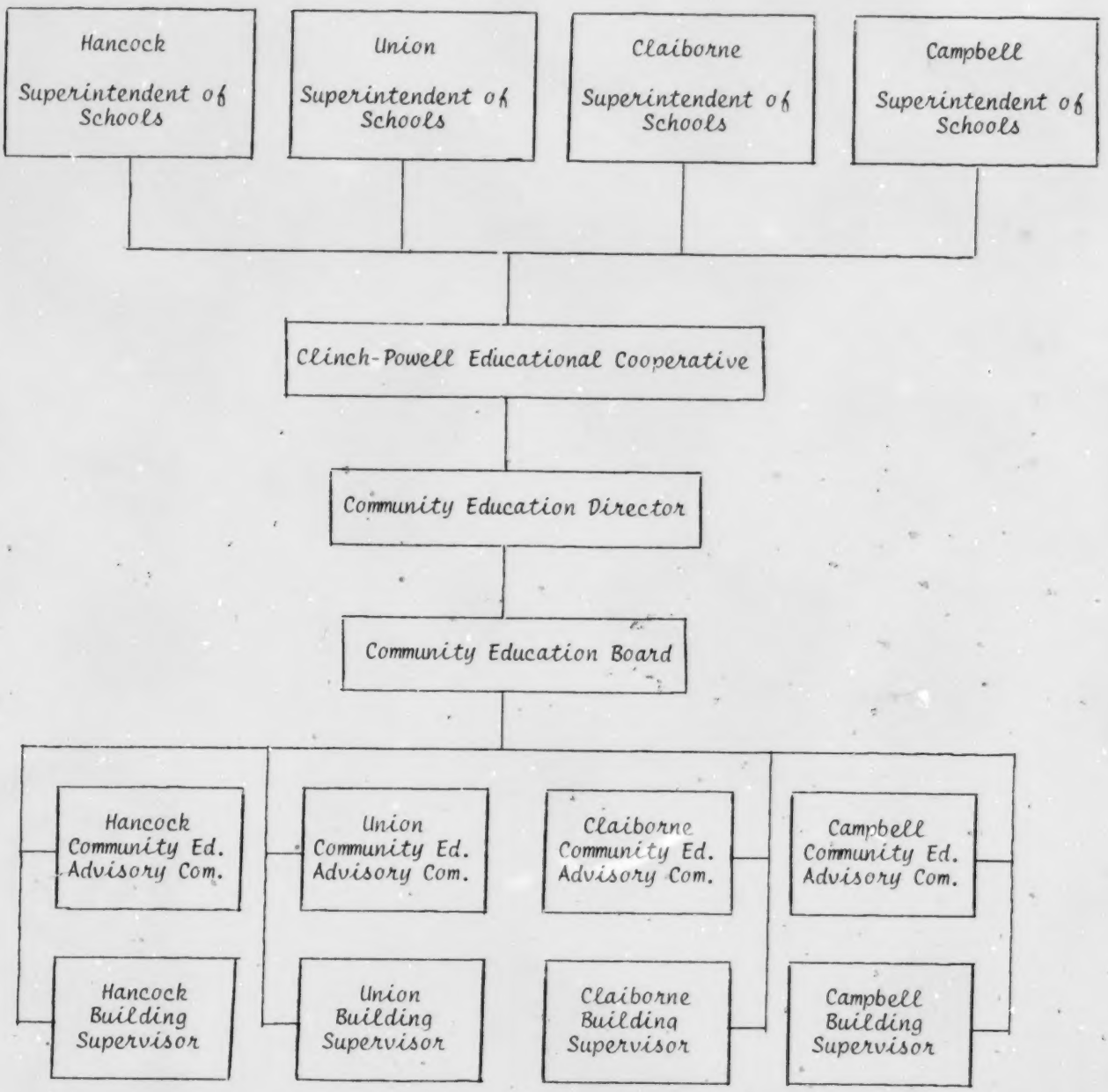
Management

The actual development of four small community education programs under one director is extremely difficult. However, it can be done with a clear understanding of roles and responsibilities and an efficient management system.

Following is a model management system (Exhibit 5).

Exhibit 5

Proposed Community Education Organization Chart



1. A job description should be written for the community education director to clarify expectations and roles. Following are some items which might be part of a job description. Of course, these often would have to be adapted to accomodate any unique factors in the Educational Cooperative.

The community education director shall have full time administrative responsibility and be part of the educational administration. The director:

A. programs, with the assistance of the school administration and other educators, all community activities relating to the school, including: (1) elementary, youth, and adult enrichment activities; (2) organization of school-related clubs.

B. promotes, publicizes, and interprets existing and planned programs to the educational staffs and the community.

C. accepts responsibility for all activities of the school normally designated as community related.

D. establishes rapport with lay leaders of the community (business, religious and social).

E. Becomes familiar with the social and economic structure of the community and applies this knowledge to program development.

F. Establishes a community advisory council for the purpose of community program development and evaluation.

G. Assists in a constant evaluation of activities for the purpose of upgrading existing programs and implementing new ideas.

H. Establishes budget necessary for operation of the special educational activities not included in regular offerings of existing agencies.

I. prepares and submits reports as required by the State Regional Coordinators Office.

J. establishes a summer enrichment and recreation program to meet the needs of the community.

K. performs such other related duties and responsibilities as assigned by the school superintendent, or as appropriate.

2. A building supervisor should be hired to monitor the school facilities while they are in use. This could be a janitor or a CETA worker.

2a. Although employed for less than 12 hours a week, this person should become part of the staff and attend advisory council and in-service meetings.

2b. A job description should be developed for the facility monitor.

3. The Community Education program should be offered in three quarters - fall, spring and summer. Each quarter could run approximately 12 weeks. Although some classes will be shorter and some may require longer periods, a fixed schedule for beginning and ending programs tends to facilitate efficient management.

4. A clear working relationship should be established with C.E. teachers.

4a. Application for Employment forms should be used to identify community members with talents (See Exhibit 6)

4b. Each instructor should work with the Project Director to develop a course outline.

4c. Each teacher should participate in an orientation session before classes start.

4d. Directional materials should be developed to answer instructors questions and list expectations (See Exhibit 7 for an example).

4e. A Contract of Employment should be signed by each instructor (Exhibit 8).

Exhibit 6

APPLICATION FOR EMPLOYMENT

NAME _____ SOCIAL SECURITY NO. _____

ADDRESS _____ PHONE _____

_____

EDUCATION/TRAINING _____

_____

SKILLS/TALENTS _____

_____

ORGANIZATIONS, MEMBERSHIPS, PROFESSIONAL GROUPS _____

_____

_____

WHAT ATTRACTED YOU TO COMMUNITY EDUCATION? _____

_____

ARE YOU LIMITED BY TRANSPORTATION? YES _____ NO _____

EXPLAIN _____

LIST ANY INFORMATION YOU FEEL MAY BE HELPFUL TO US _____

_____

_____

_____

_____

_____ _____

DATE SIGNATURE OF APPLICANT

Exhibit 7

M E M O R A N D U M

TO: Community Education Instructors and Supervisors

FROM: Program Coordinators

DATE:

RE: Classes and Activities

The Community Education Program is a cooperative effort of city and county governments and city and county school boards. The classes and activities offered through out office are requested by residents of the county. Enclosed are forms for participants in your class as well as forms pertaining to class record keeping.

1. Fees are being increased to meet instructors costs. BE ALERT TO FEE CHANGES! Fees will be based on minimum enrollments and will vary from class to class, so check minimum at the top of class roster. If, on the first night of class, you do not meet the minimum set, participants may make up the difference in fees in order to meet the cost of the class. If participants choose not to pay additional fees, the class must be cancelled; this pertains to adult classes only. Instructors will be paid for one hour of teaching time if the class is cancelled. A time sheet must still be turned in for this hour.

2. Instructors will be paid at an hourly rate of six dollars and fifty cents ($6.50) per instructing hour.

CLASS ROSTER AND REGISTRATION

Each instructor will be provided with a roster of persons that have pre-registered. If the class has reached the limit number, any additional persons coming to the first class should be put on the waiting list in case someone drops out after the first class meeting or is not present at the first class. If the class is not full after pre-registration, be sure to sign people up as they come in so as not to exceed the class limit. As each participant pays his/her fee, mark them paid on the roster. Columns are provided on the roster for the purpose of keeping daily attendance. The weekly total attendance may be transferred to the data sheet. TURN IN ALL FEES NO LATER THAN TWO WEEKS (2) AFTER THE FIRST CLASS MEETING.

REFUND POLICY

No refunds will be made to participants in Community Education classes after the first week of classes. If there is not sufficient enrollment in a class, the class will be cancelled and class fees returned to the participants.

Exhibit (continued)

CLASS DATA CARD

Each participant must complete the requested information on the data card. Cards are to be turned in with class fees, NO LATER THAN TWO WEEKS AFTER THE FIRST CLASS MEETING.

TIME SHEETS

Record your teaching time at each class meeting. If you are teaching more than one (1) class, keep a separate time sheet for each class. All instructors will be paid at the end of scheduled classes unless other arrangements are made. You must turn in a SIGNED time sheet and all other forms provided in the instructor packet before a check will be issued to you. Your time sheet must be turned in three (3) days in advance of the date you wish to be paid. THERE WILL BE NO EXCEPTIONS.

CLASS OUTLINE

You must complete a class outline. Simply list the topics covered in each class meeting. A detailed outline is not necessary. A good idea is to provide each student with an outline to acquaint them with the class. Our office will be glad to make copies for you. If we have a previous outline from you, another is not required.

INSTRUCTOR CONTRACT

Read the contract carefully before you sign it. If you have any questions, feel free to ask us. Be sure the contract is signed and returned to us prior to classes beginning. There will be a copy of the contract for you and a copy for our records.

INSTRUCTOR EVALUATION

Your honest appraisal of your teaching experience, the Community Education Program and suggestions will be of great assistance in planning future programs. Fill out and return with final time sheet.

ADULT AND CHILDREN EVALUATION

Please see that each participant recieves and fills out the appropriate evaluation form at the sixth class to be returned by you to the Community Education Office. Please do not ask or expect participants to mail evaluations.

MISCELLANEOUS INFORMATION

If you cannot meet one of your classes, it is your responsibility to contact the participants and re-schedule or cancel the class! You MUST contact our office first in either case so we can contact the principals and custodians and make them aware of the changes!

Please remember that you are using a facility that is used by other people daily,

Exhibit (continued)

so leave the rooms clean and straight. For security purposes, be sure all windows are closed and locked before you leave.

IF YOU HAVE HANDOUTS THAT NEED TO BE COPIED, PLEASE GET THEM TO OUR OFFICE A WEEK IN ADVANCE! NO EXCEPTIONS!

Our staff will visit the classes periodically but not on a regular basis. If you encounter any problem, please let us know and we will be glad to work it out with you. We must be made aware of a problem before we can act on it.

Out of courtesy to the teachers and principals of the facilities used by Community Education programs, please refer to the following list as a guide when using public facilities.

1. Erase anything you have written on the chalk board.
2. Do not erase anything the teacher has left on the board.
3. Close all windows before leaving.
4. Arrange chairs/desks as they were before class.
5. Smoking is allowed in the lounge or outside -- NO SMOKING IN CLASSROOMS OR HALLS. CHECK WITH THE COMMUNITY EDUCATION OFFICE OR CUSTODIANS.
6. Please leave the room nicer than it was before your class!
7. Make sure everyone is your class is gone before you leave.
8. Try to be at class at least ten (10) minutes before the starting of class.

If you need to get in touch with a staff member after hours, please contact the Program Coordinator - 781-1925.

Before you can be paid, you must fill out, sign and return to our office all forms: Data cards, Data sheets, Time sheets, Class outline, Contract and all Evaluations. Our office is open Monday through Friday from 8:00 am to 4:00 pm.

1. In the past we have had problems with children in classes. Principals have asked that we stress this to our instructors. Please make it clear to your participants that they cannot bring children to adult classes.
2. Instructors are responsible for locating available supplies for class participants. For example, if everyone in the class needs to purchase a book, have the supplier order a sufficient number prior to the class beginning.
3. When schools are closed Community Education classes will not meet.

Exhibit (continued)

a. BE SURE THAT PARTICIPANTS ARE AWARE OF THIS AT THE FIRST CLASS MEETING.

b. All classes held in the public schools will observe Spring Break, April 7-11. Classes meeting at other locations are scheduled to meet that week.

c. When schools are closed for other reasons, contact our office to make arrangements for re-scheduling.

Exhibit 8

CONTRACT OF EMPLOYMENT

WITNESSETH, this contract made and entered into between COMMUNITY EDUCATION BOARD, hereinafter called the "BOARD" and _____, hereinafter called the "EMPLOYEE".

1. This contract shall be binding from _____ to _____ after which date it may be terminated without cause by either party.

2. The services performed by the "EMPLOYEE" shall be such as are required by the provisions of the Interlocal Cooperative Agreement for Community Education and by the rules, regulations and policies established by the "BOARD". These services are to be performed by the "EMPLOYEE" in the designated Community Education Program Center under the direction of the duly appointed Director of the Community Education Board .

3. The specific duties of the "EMPLOYEE" are as follows:

   A. _____

   _____

   B. Collect fees as necessary and turn into Community Education Office no later than two (2) weeks after the first class.

   C. Turn into the Community Education Office information and data forms promptly.

4. While rendering the services established herein, the "EMPLOYEE" shall be paid a salary according the following provisions:

   Hourly rate _____

   Number of hours contracted for _____

   Total salary due _____ x _____ = $_____

Prior to payment of any kind the "EMPLOYEE" must turn in a signed timesheet and have completed duties as outlined in section 3. If class is cancelled because of lack of participants or any other such sound reason, this contract is void.

All "EMPLOYEES" will be paid at the end of scheduled classes unless other arrangements are made with the Community Education Office.

WITNESSETH the signatures of the parties hereto this _____ day of _____, 19___.

_____
EMPLOYEE

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_____
DIRECTOR, COMMUNITY EDUCATION BOARD

4f. Instructors should be required to maintain time sheets for pay purposes. This enables the Project Director to maintain an accurate record of the total number of instructional hours (See Exhibit 9).

4g. Dues for particpating in Community Education classes should be set by the Advisory Council and collected by the teachers.

A standard pay scale should be developed for teachers based on a predetermined minimum enrollment.

4h. In order to monitor instructors efficiently, a sheet such as the one shown in Example 10 might be used.

4i. Each instructor should be responsible for administering the participant evaluation at the end of the course.

5. Needs Survey

   a. Each advisory council should assist in conducting a needs assessment for their county.

   b. The project director should review needs which have been identified by other agencies, i.e. Senior Citizens, TVA, Manpower and Economic Development, etc., and use those in program planning.

Advisory Councils

Advisory Councils are the vehicles which enable the community to actually be part of community education as good community education programs will have an active advisory council.

1. The advisory council in each county should be reviewed to determine if it is an accurate representative of the population of the community.
2. Membership on the advisory council should be for a fixed term.
3. Methods for additions or replacements of advisory council members should be clear.

Exhibit 9

TIME SHEET

DATE _____ PAYROLL DATE _____

NAME _____

Date	Name of School	Program	Starting Time	Ending Time	No. of Hours	

_____
Signature of Employee

FOR OFFICE USE ONLY

Hrs. Worked Rate Total

_____

_____

_____ Total Pay - $ _____

4. Advisory councils should have regularly scheduled meetings.
5. Advisory councils should be given responsibilities in assessing needs, planning programs, evaluating progress and determining ways of cooperating with other agencies.
6. All meetings of the advisory council should be publicized and open to the public.
7. An agenda should be planned in advance for each meeting and mailed to members of the advisory council.
8. Minutes of the advisory council should be distributed after the meeting.
9. Ad-hoc committees should be established by the advisory council to assist with specific tasks.
10. Members of the community education advisory council should be provided with in-service training on community education decision making and leadership skills.
11. The chairman of the advisory council should be a lay representative.
12. The community education director should support and monitor the advisory council without controlling.

Community Education: Program or Process?

In most movements, there are philosophical discussions and terminology questions which are debated among the various factions within the movement. Community Education has also had its stage of debate among the various disciples of the definitions and directions for community education.

The most frequently argued point is the difference between community education and its program. It is generally debated that the most important aspect of community education is not programs but process. It is the relationship between program and process which is essential in community education.

The ultimate goal of community education is to develop a process by which community members work together to identify and solve problems of the community. The programs and the activities relate to the solution of specific community needs. These may consist of evening programs for adults in recreation, vocation, cultural education and enrichment programs for public school children. Community Education is generally achieved in two stages. Initially, programs are offered which meet the more obvious needs as perceived by the community. This tends to satisfy skeptics who demand programs. Unfortunately, if one fails to go further and develop the process, the programs will always be marginal. An effort must be made to involve community members in the identification and solution of community problems. Unfortunately, many community educators become so involved in programming they often fail to implement the process.

A Community Education Board was listed in the model management system. This Board should consist of the four school superintendents in the Educational Cooperative and two governmental leaders from each of the four counties. The creation of a Board of County and School Leaders would enhance the status of community education in the area. Exhibit 10 contains an Interlocal Cooperative Agreement which was adopted in Bowling Green, Kentucky. While there are many other such agreements in existance, they basically contain the same common elements. This document might be used as a model for developing a Cooperative Agreement Statement applicable to the governmental units in the area served by the Educational Cooperative. The document is important in that it provides a written committment from the leaders of the major power groups to cooperate to meet the needs of the area citizens through community education.

In still another effort to enhance the Community Education process, a concept statement should be developed and adopted by the Clinch-Powell Community Education Board. The concept statement should give direction to the development

Exhibit 10

INTERLOCAL COOPERATION AGREEMENT

Bowling Green-Warren County
Community Education Board

DECLARATION OF INTENT

WHEREAS, the parties to this agreement deem it mutially advantageous to provide certain services, programs and/or facilities to the children, youth, and adults of the respective school districts as subsequently provided herein; and

WHEREAS, by this mutual agreement, certain services, programs and facilities can be provided more effectively and efficiently through the collaboration of the resources of the parties to this agreement; and

WHEREAS, the objectives of the Community Education Board are:

1. To develop and make additional educational programs and other services available to all community members residing in the Bowling Green and Warren County school districts.
2. To provide a citizens' advisory structure through which community residents can participate in:
   a. The identification and analysis of educational and other community problems.
   b. The development of appropriate problem solutions.
   c. The establishment of community priorities based on community needs.
   d. The decisions made to reallocate community resources in order to achieve optimum:
      (1) Educational programming
      (2) Human Resource Development
      (3) Physical Resource Development

3. To bring the resources of other organizations, agencies and institutions (including the State Department of Education; higher education; area vocational school; city, county, state and federal agencies) to bear upon the problems in the community.

NOW, THEREFORE, there is hereby created a separate administrative entity, the Bowling Green-Warren County Community Education Board.

The conditions of the Bowling Green-Warren County Community Education INTERLOCAL COOPERATION AGREEMENT are as follows:

I. CHARTER MEMBERS

The following governmental agencies, having passed resolutions to participate in the cooperative effort described herein; and having recorded said resolutions in the respective Board minutes, shall constitute the participating CHARTER MEMBERS to this agreement:

1. Fiscal Court, County of Warren
2. Bowling Green Independent School District
3. Warren County School District

II. GOVERNING BODY

This agreement shall be administered by the Bowling Green-Warren County Community Education Board which shall be composed of:

1. Superintendent - Bowling Green Independent School District
2. Superintendent - Warren County School District
3. Judge - County of Warren
4. One representative from the city school board
5. One representative from the county school board
6. One representative from the county Fiscal Court.

A. QUALIFICATIONS AND SELECTION PROCEDURES

1. The superintendents who serve on the Community Education Board shall be the superintendents of the participating districts.
2. The judge who serves on the Community Education Board shall be the judge of the participating county governments agency.
3. The representatives from the participating school district Boards' of Education shall be appointed by the respective Boards of Education.
4. The representative from the county Fiscal Court shall be appointed by the Fiscal Court.

B. DUTIES OF GOVERNING BODY

The Community Education Board shall have general control and management of such programs and services as it deems necessary for the promotion of education and general health and welfare of community residents consistent with the Kentucky State Constitution; the Kentucky Revised Statutes; the rules and regulations of the State Board of Education; the regulations of the participating local Boards' of Education; and the regulations of the participating governmental agencies. The Board shall have the power to accept funds from public and private sources; make purchases; and do all things necessary and proper to carry out the full intent and purpose of this Interlocal Cooperative Agreement. The Board is further empowered to establish a position, Executive Director, for the purpose of performing the orderly administration of the programs and services to be

conducted by the Community Education Board. The Executive Director shall recommend to the Board those policies and/or administrative needs necessary to carry out the full intent and purpose of this Interlocal Cooperative Agreement.

A quorum of four (4) members of the Community Education Board must be present to constitute an official Board meeting. No member shall be permitted to vote by proxy.

III. PURPOSE

The basic purpose of this agreement is to provide an administrative entity designed to conduct, on a continuing basis, local area educational research and planning, and community needs assessment; and to operate programs and provide services for the mutual benefit of the children, youth, and adults who reside in the service areas of the agencies participating herein.

IV. SELECTION OF PROGRAMS AND SERVICES

The Community Education Board shall have the authority to select and determine the programs and services which will be provided, except those programs involving elementary and secondary school students and facilities must have approval of the Boards of Education participating in this agreement. The Community Education Board shall have the authority to enter into contractual agreements with other institutions, agencies or organizations, for the provision of specific programs and/or services not being conducted by the Board; with such contractual agreements subject to the approval of both the Community Education Board and the respective participating institution, agency or organization. It shall be the responsibility of the Executive Director to keep the Community Education Board apprised of community needs in the local community, and to make appropriate recommendations for program and/or service implementation.

V. FINANCIAL RESPONSIBILITY

The Community Education Board shall have general responsibility for the receipt, disbursement and accountability of any funds used in the execution of this agreement.

VI. COSTS OF PROGRAMS AND SERVICES

Other than those programs fully funded from other sources, each agency will pay a predetermined share of the costs of the programs and services. The Community Education Board, subject to ratification of the participating school districts, may design the cost formula for particular programs.

VII. TERM OF AGREEMENT

This agreement shall become effective July 1, 1974 and extend to June 30, 1975 . The agreement shall be renewed automatically for subsequent fiscal years unless any party to the agreement desiring not to participate provides written notification to the Community Education Board not less than thirty (30) days prior to June 30 of any year.

VIII. JOINT PROPERTY

All personal and real property acquired under this agreement shall be considered the joint property of all participating agencies and shall be held in trust by the members of the Community Education Board, providing proper declaration and explanation of the trust is in the deed instrument; and upon dissolution, each participating agency will receive its proportionate share of the real and personal property in accordance with proportionate payment made to the securing of the property or properties.

IX. APPROVAL

This agreement shall become effective after approval and execution by the participating Boards of Education; the participating governmental agencies; and upon approval by the State Superintendent of Public Instruction and the Kentucky Attorney General. The Interlocal Cooperation Agreement is entered into pursuant

to the authority of KRS 65.210-65.300, inclusive.

IN TESTIMONY WHEREOF, witness the hands of the parties participating herein, to-wit:

ATTEST:

Director	Board of Education	June 14, 1974 Date of Participating Resolution
Secretary	Board of Education	June 10, 1974 Date of Participating Resolution
Judge, Warren County	County Government	June 14, 1974 Date of Participating Resolution

APPROVED:

Lyman V. Ginger, Superintendent of Public Instruction

APPROVED AS TO FORM AND LEGALITY:

Ed Hancock, Attorney General

of a comprehensive program of community education. Exhibit 11 contains a concept statement which provides a clear statement of purpose, a statement of goals and also describes a procedure for attaining the goals. This would appear to be another important step in establishing a stable community education program.

Only the project director with his knowledge of local restrictions can decide which of these recommendations are feasible and which would create problems. All of the recommendations are valid; however, each community education program is unique and judgments must be made in adapting those recommendations which will enhance the program.

Exhibit 11

BOWLING GREEN-WARREN COUNTY
COMMUNITY EDUCATION BOARD

CONCEPT STATEMENT ON COMMUNITY EDUCATION

The Bowling Green-Warren County Community Education Board provides a unique organizational process whereby local institutions, agencies, organizations and individuals can cooperate to offer expanded educational opportunities and needed services for the local citizens. The Community Education Board believes in people and is committed to making Bowling Green and Warren County a better place to live. Furthermore, the Board is committed to providing a system of government and education that is responsive to the needs of the people.

We believe the Bowling Green-Warren County Community Education Board structure affords an excellent opportunity to provide more effective and more efficient program services and activities for area residents.

Community Education Defined

We believe Community Education is:

> The sum total of those activities and events deliberately conceived and carried out by participating public and private institutions, agencies, organizations, and individuals for the purpose of serving the needs of community residents; addressing educational and other community problems; and improving community life for all citizens.
>
> We further believe that learning is a life-long process, that all citizens have the right to participate in educational activities appropriate for their individual needs, and that an educated citizenry is a social imperative for meaningful community development.

Exhibit (continued)

We believe Community Education includes:

Adult and Continuing Education programs

Vocational/Career Development programs

Recreational programs

Social education programs

Pre-school through higher education academic programs

Continuous human development education programs

Community development and community improvement programs

We believe Community Education as a social process requires the collective involvement of:

Government

Schools

Churches

Agencies

Civic organizations

Business and Industry

Individuals

We believe Community Education is:

People caring about people - and people working together to take deliberate positive action toward making this society a better place in which to live.

Statement of Purpose

We believe the purposes of the Community Education Board are:

to determine programmatic requirements in order to provide criteria for the establishment of a comprehensive delivery system for community education services;

to expand the number of hours school and other public buildings are available for public use;

to develop programs for youth and adult residents as open entry/open exit components of a comprehensive educational program;

to more effectively utilize the existing community resources in the total community education process;

Exhibit (continued)

to provide a vehicle that affords citizens the opportunity to actively participate in the design, delivery and evaluation of programs and activities affecting their well being; and

to determine and utilize strategies necessary to ensure collaboration of community institutions, agencies, and individuals in the total development of "Community" in Bowling Green-Warren County, Kentucky.

Statement of Goals

We believe the goals of the Community Education Board are:

1. To develop a more comprehensive approach to education that includes opportunities for citizens of all ages in the general educational categories of academic, recreation, vocational/career, and special interest;
2. To develop an educational and governmental system which continuously seeks to:
   a. determine community strengths, needs, wants and problems;
   b. identify existing resources in the community;
   c. develop activities orchestrating community strengths, needs, wants and problems with the appropriate community resources;
   d. develop such new programs that are deemed necessary by community residents to improve community life;
   e. develop a process for achieving optimum citizen participation in the planning, goal setting, and operation of educational, social and governmental affairs of the community.
   f. develop and maintain a cooperative and coordinated working relationship with existing institutions and agencies within the community;

Exhibit (continued)

g. develop a communication system that provides an up-to-date and comprehensive source of public information regarding the opportunities and services available to community residents;

3. To bring the resources of other organizations, agencies and institutions (including the State Department of Education, higher education, area vocational schools, city, county, state and federal agencies) to bear upon the problems in the community.

Adopted — October, 1974

*Prepared by: — Donald C. Butler, Ph.D.
Executive Director, 1973-1976